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THE ELEMENTARY SCHOOL TEACHER

JANUARY 1914

EDUCATIONAL NEWS AND EDITORIAL COMMENT

The Department of Superintendence of the National Education Association will meet in Richmond, Virginia, February 23-28, 1914.

Meeting of the A preliminary program has been sent out, from which
Department of the following general account of the character of the
Superintend- meetings has been compiled.
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Three committees are scheduled to report to the meeting. The subjects of the reports are "Economy of Time in Education," "Health Problems of the American Public School," and "Standards and Tests of Efficiency." Rural-school problems occupy a prominent place in the program, two sessions being given over to this subject. A report is to be presented upon it by the United States Bureau of Education, and Mr. John H. Finley, commissioner of education in New York, will present a discussion of the rural schools in that state. Vocational training also occupies a prominent position. One session upon part-time, continuation, shop, and trade schools is to be held, and the relation between vocational and cultural education is the subject of discussion of another session. There are, as usual, a number of papers on various subjects by prominent educators, and the group of round tables for superintendents of the various sorts of administrative unit.

Besides the National Society for the Study of Education and the Society of College Teachers of Education, which are announced below, the following associations will meet with the Department of Superintendence: National Committee on Agricultural Education; Educational Press Association of America; National Council

of Teachers of English; conferences of state superintendents of education and of teachers of education in state universities with Commissioner Claxton; conference of teachers in city training schools; American School Peace League; International Kindergarten Union; National Congress of Mothers and Parent-Teacher Association; School Garden Association of America; National Association of Collegiate Registrars.

F. N. F.

The following is an announcement of a tentative program for the meeting of the Society of College Teachers of Education, to be held in conjunction with the meeting of the Department of Superintendence in Richmond, Virginia, in February, 1914.

I. Session Devoted to Report of Committee on Rating, Placing, and Promotion of Teachers.

1. "The Rating, Placing, and Promotion of Teachers; Introduction," Frank E. Thompson, University of Colorado, Chairman.
2. "The Rating of Prospective Teachers," William H. Kilpatrick, Columbia University.
3. "The Rating of Teachers in Service," Lotus D. Coffman, University of Illinois.
4. "The Placing of New Teachers," A. S. Whitney, University of Michigan.
5. "The Promotion of Teachers," Ellwood P. Cubberley, Stanford University.
6. "A Plan for Co-operation between States or Sections for the Placing and Promotion of Teachers," Edward C. Elliott, University of Wisconsin, and W. S. Sutton, University of Texas.
7. "The Advantages of a State Teachers' Agency," George P. James, University of Minnesota.
8. "Plans for the Betterment of Conditions," the Committee.

NOTE.—These papers will appear in the *Yearbook* and will be discussed at the first session.

II. Luncheon.

III. Session Devoted to Educational Surveys and Business Meeting.

1. "The Significance of City School Surveys for Departments of Education in Colleges and Universities," Paul H. Hanus, Harvard University.
2. "The Significance of State Educational Surveys for Departments of Education in Colleges and Universities," M. B. Hillegas, Columbia University.

NOTE.—These papers will appear in the *Yearbook* and will be discussed at the second session.

IV. Bibliography on School Surveys.

G. D. Strayer, Columbia University. This will be printed in the *Yearbook*.

V. Classified List of Educational Investigations now under way by Members or their Students.

Compiled by the Secretary. This will be printed in the *Yearbook*.

VI. Report of the Committee on Rating of Normal Schools in Relation to Departments of Education in Colleges and Universities.

Chairman, W. A. Jessup, Iowa State University.

This committee will report at the second session on a definite plan for concentrating the work of the Society for the 1915 meeting on the investigation of this problem.

The final program and full details of the time and place of the meetings will be sent later.

CARTER ALEXANDER, *Secretary-Treasurer*

PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE

The annual meeting of the National Society for the Study of Education will be held in connection with the sessions of the Superintendents' Section of the National Education Association, in Richmond, Virginia, on Monday, February 23, at 8:00 P.M. The program will consist of discussions of the *Yearbook*, which will be organized as follows:

GENERAL TOPIC: "SOME PROBLEMS IN HIGH-SCHOOL INSTRUCTION."

1. "Reconstructed Mathematics as an Example of the Adaptation of Instruction to the Needs, Interests, and Capacities of High-School Students," by H. C. Morrison, superintendent of public instruction for New Hampshire.
2. "Supervised Study as a Means of Providing Supplementary Individual Instruction," by E. R. Breslich of the University High School, the University of Chicago.
3. "The Character of the Teaching Population as Influencing the Possibility of Improved Instruction," by L. D. Coffman, professor of education, the University of Illinois, and W. A. Jessup, professor of education, the University of Iowa.

The *Yearbook* will be distributed about February 1.

S. C. PARKER, *Secretary*

UNIVERSITY OF CHICAGO

In recent discussions regarding state-aided vocational education little has been said about the progress of the work in Maine.

**“Vocational”
Branches in
Teacher
Training in
Maine** The fact should not be overlooked that here is a state which has been working at the most important phase of the problem, namely, the preparation of teachers who understand the vocational conditions obtaining in their own state and who are prepared to meet those conditions. State Superintendent Smith, in speaking on this point, says:

No teacher can now graduate from any state training or normal school without having studied the elements of agriculture, and without having taken courses in manual training and housekeeping. This year nearly eight hundred young persons are in the normal schools getting ready to teach school. Every one of them before he goes to a school of his own will understand the underlying principles of these subjects, and many of them will be sufficiently expert to take full direction of special courses. Every year there will be added to our teaching force those who can teach through the work of the hand as well as through the words of the book.

The meeting of the National Association of Corporation Schools at Dayton, Ohio, is not without its significance in the field of public education. No amount of discussion can determine the extent to which the public industrial school can give efficient trade preparation, but these corporation schools will unquestionably help in fixing standards and in defining limits within which the public school may legitimately work. There are certain types of technical training which the corporation schools can give better than the public school, and in this training the public school should not compete. This will not relieve the public school of its duty to provide genuine vocational training, but will make its problem clearer and more specific.

F. M. L.

Experiments in which credit has been given by the school for work done outside the school have been reported in recent numbers of the *School Review*. In one case credit was given for music lessons and for time spent in practice. In the other case a Minnesota superintendent gave credit for a great variety of home work, from milking a cow to sleeping with the windows open. *School Progress* reports an experiment

**Credit for
Outside Work**

similar to the one last mentioned which was carried on for two years by Mr. A. I. O'Reilly at Spring Valley, Oregon. The general nature of the plan may be seen from the following quotation:

The plan worked out by Mr. O'Reilly was in the form of a contest, a certain number of minutes being allowed for specified duties discharged at home, and the six children earning the greatest number of minutes at the close of the school year receiving prizes. The prizes were cash furnished by the school board and consisted of \$3 each for the three pupils earning the highest number of credits, and \$2 each for the three children having the next highest. This money was placed in the savings bank to the credit of the pupils winning it.

Each morning the children brought signed statements from their parents itemizing work done, and each morning Mr. O'Reilly carefully registered these items. Although no pupil was obliged to enter the contest, all did so eagerly; even the little tots proudly presented their notes each morning, and happily told Mr. O'Reilly how they had fed the chickens, watered the flowers, cleaned their teeth, slept with the window board in, and so on.

Perhaps the most unique thing about the list of duties for which Mr. O'Reilly offered credit was his original method of obtaining personal neatness and sanitation. For instance, thirty minutes were allowed children for each bath; ten minutes for reaching school with clean hands, face, teeth, and nails, and with hair combed; ten minutes for washing teeth; five minutes for sleeping with window board in, and five minutes for retiring at or before nine o'clock.

The plan is reported to have been attended with success if the enthusiasm of the people of the district and of a wider circle of observers may be taken as a test. At the close of the year a picnic was held at which the prizes were distributed and addresses were delivered by the state superintendent of schools, who first suggested the experiment, and by the governor of the state. A similar project is being carried on in the Junction City High School, where the credit takes the form of exemption from the final examination, provided an average grade of 85 per cent in class work has been maintained.

The popular acclaim with which such practices are rewarded makes it likely that they will become more widespread and it is therefore worth while to consider how far they may be regarded as legitimate forms of school endeavor. It is a familiar fact that the modern home, especially in the city, is not equipped to furnish the child the same opportunity for doing tasks which have educative value that the home of a generation or more ago offered. It is pretty

**Doubtful
Propriety of
This Practice**

generally admitted that the school should accept as part of its duty the responsibility of making good this lack to the child. The cases here described, however, do not come under this principle. The opportunities for work exist in the home, and the school seeks to induce the child to perform his legitimate home tasks by offering rewards, which sometimes take the form of exemption from school duties which would otherwise be required. That the school should cultivate closer relations with the home may be freely granted. Further, it may be conceded that the school should use its influence to induce the child to perform his duties, whether at home or elsewhere; but that the school should relieve the parent of the responsibility of directing the conduct of his child at home, unless indeed conditions such as are found in city slums render it difficult for the parent to supervise the conduct of his child, or the parent is incompetent, is to be questioned. Where changed conditions have not made it necessary, it may be doubted whether it is desirable for the school to encroach upon the authority and responsibility of the home.

A different principle underlies the plan which has been proposed in a resolution adopted by the recent convention of the Colorado State Teachers' Association as reported in the *Pueblo School Credit for Sunday-School Work Chieftain*. After dwelling upon the need of religious training, on the strong organization which has this as its aim, and of the unstandardized nature of Sunday-school work, the resolution reads:

We therefore recommend that this Association approve of the strong effort now being made by the churches and the Colorado Sunday-School Association to elevate the standards of teaching in the Sunday schools, to improve their courses of study, and to secure on the part of the pupils the same grade of lesson preparation work as is demanded in public-school work; that with this object in view, it commends to the Sunday school for classes of high-school grade the recognized standards of the North Central Association of Secondary Schools and Colleges; that when these standards have been attained it recommends that high schools give credit for Bible-study of corresponding grade in the Sunday schools, to an extent not to exceed one-fourth unit for each year's work; and that this body appoint a permanent committee to co-operate in prudent and legitimate ways for all the foregoing purposes with a similar committee from the Colorado School Association.

The proposal which is here made merits thoughtful consideration. The details of such a plan, including the amount of credit

to be allowed, would need to be fully discussed. To those who believe that religious instruction is not a legitimate form of public concern, and to those at the opposite extreme who believe that it is so much a matter of public concern that it ought not to be delegated but should be given to all pupils together and in the same form, the proposal will not commend itself. In those inclined to a compromise position, on the other hand, it may awaken interest. It has the advantage that it would be likely to raise the standard of Sunday-school work and it seems probable that the better character of the work offered, together with the credit which would be obtained, would attract a number of the young people who now drop out of the Sunday school. If some school system should adopt the plan as an experiment, the result would be watched with interest.

A group of ten men recently met at the Bradley Polytechnic Institute, Peoria, Illinois, in an informal three-day conference on questions relative to the training of teachers of the manual and industrial arts. These men were heads of manual arts departments in as many state normal schools, colleges, or universities located in the following states: Ohio, Tennessee, Indiana, Illinois, Wisconsin, Iowa, and Missouri.

The conference discussed in considerable detail the content and organization of a four-year training course of college grade for teachers of the manual arts. While it was agreed that the four-year course is highly desirable, it was commonly accepted as inevitable that the great demand for manual-training teachers would render the two-year course both popular and necessary. Consequently the conference decided upon desirable standard requirements for such a training course. In working out these requirements, due regard was had for the fact that such a course should afford sufficient technical and professional work to render the graduate immediately efficient in certain types of schools and, at the same time, should serve as good foundation for further collegiate work leading to a degree.

A session was given to a discussion of the best means of meeting

the insistent call for teachers equipped to give instruction in the new vocational schools. In most of the states represented, legislation of some kind has stimulated the introduction of vocational work and this influence is already felt in the teachers' training classes.

Perhaps the most important question discussed was how the educational institutions represented could best make known to suitable young men what excellent opportunities were offered to well-trained manual arts teachers by this new and growing demand. The testimony of all present was to the effect that this demand far exceeded the supply from all available sources. So valuable did the conference prove that it was decided to hold a meeting next year at the University of Chicago.

There are many signs that school boards and school administrators are attacking the problem of the discovery and treatment of defective children in the schools. In Louisville, Kentucky, the public-school system is taking over a school for defective children which was started a year ago under private auspices. The *Louisville Herald* gives the following account of the situation:

**Provision for
Children
Retarded
Because of
Remediable
Physical Defect**

The special school for retarded children which will be opened at the Second and Gray Street school next week, will be the continuation of the work begun last year at Cathedral House, under the auspices of the Cathedral House Guild.

The Board of Education is enabled, by the indorsement of the school bond issue, to take up the cases which come to it demanding special training. A trained teacher will be employed, and the work will be conducted according to the best methods.

The special school was opened last November at the Cathedral House. Only those children were taken into the school who had a physical defect which could be improved by proper medical and surgical attention. For this reason it was necessary that every child undergo a physical examination. Four general clinics were held at the Cathedral House.

The children of this school, "marred in the making," have been tremendously helped by the school. After their lunch at 9:30 in the morning and after dinner, a tooth-brush drill was given. Then they rested for half an hour in the reclining chairs on the roof garden. Before they went home there was another period of work and play. A printed form was kept for every child and duplicates were made for the public school, the city health office, and the

mental examiner, Dr. Trawick. This record gives a complete history of the case, and the children are still being visited in order to keep the data up to date.

Whether the purpose which is declared in the following quotation from the *Chicago Tribune* will be authorized by the Board of Education of Chicago remains to be seen, but in any case it is one which cannot fail to be regarded as entirely worthy of approval.

**Centers for
the Care and
Teaching of
Epileptic Pupils
and Crippled
Children**

The epileptic children of Chicago will be taken care of by the board of education as far as the school laws will permit. Mrs. Ella Flag Young, superintendent of schools, will open centers for epileptic children at a number of schools. It is expected that all will be ready by January 1, and part of them probably will be started before the Christmas vacation.

The rooms, according to Mrs. Young's idea, will be in charge of a teacher who is to be paid a somewhat higher salary than the regular grade teacher. The rooms will be ungraded, as the subnormal rooms, and the children will receive individual instruction.

Each center will have one or two couches and screens, so that children who are overcome during school hours can be taken care of away from the rest of the children. Mrs. Young has had a number of urgent requests from parents of epileptic children asking that the school board do something, and a number of cases have come to her personal attention.

"From time to time children come to the office," she said, "who necessarily are sent out of the schools because they are afflicted with epilepsy. There ought to be some provision for them. I expect it will be difficult to get teachers for the rooms, although the salary will be greater. One of the district superintendents will be in charge of the rooms. The district superintendent and the teachers will be given instruction in the proper method of handling epileptic children."

We learn also from the *Milwaukee Sentinel* of the opening of a school in Milwaukee for crippled children:

"The school for crippled children, Scott Street and Sixth Avenue, will open in about two weeks," said Acting Superintendent of Schools, A. E. Kagel, on Sunday.

The committee of finance of the Board of Education, at its meeting last Tuesday, appropriated money for the purchase of an automobile, for the renovating of the rooms, and for the hiring of a matron and chauffeur, who will have the care of the unfortunates in, from, and to the school. The automobile will cost about \$800 and the funds necessary to clean and paint the new school, which is one of only a few similar in the United States, will be about \$125.

Superintendent Chadsey, of Detroit, according to a notice in the *Detroit Free Press*, plans to ask the legislature for an appropriation for a new school exclusively for the training of defective children. This is a more elaborate provision than is commonly made by even large city systems, and from the point of view of efficiency in studying and handling cases of atypical children, at least, the centralization of the work in a well-equipped building instead of trying to deal with the defective children in single rooms scattered throughout the various schools is an experiment worth trying. It would call attention to the magnitude and seriousness of the problem and make it more likely that specially trained experts, with equipment particularly suited to their task, would be employed. The notice follows:

Declaring that a school for backward and subnormal children is needed in Detroit, Dr. C. E. Chadsey, superintendent of public schools, Judge Hulbert, of the Probate Court, and Frank Cody, head of the special training classes and social center work, will endeavor to have a state law passed granting the city the right to establish such a municipal school.

Detroit school officials say that time is ripe to build a special school, at a cost not to exceed \$100,000, where such children may be educated and trained along special lines.

Mr. Cody declares he has found that many children, after a year in these special classes, respond to special training and treatment, and fit themselves to enter on the work in regular school grades with normal pupils.

"We need a municipal or county school in Detroit, for the children we are now handling in special classes," said Mr. Cody. "These subnormal children must be taught in classes where special courses are arranged to fit each individual case, or set of cases."

F. N. F.

Should a state publish its own books? California raised the question a number of years ago and has been trying to settle it ever since. During the first nine months of 1913, this state published 1,231,681 volumes of school texts. Since the California books are published from plates used by textbook companies which print books for other states, it is possible to compare relative costs of the two plans in connection with the same books. If these books had been purchased from the book companies at the list price to dealers, they would have cost the

**State
Textbooks**

state \$485,169.84, according to W. G. Eggleston, writing in *The Public*. The cost of manufacturing at the state plant, plus royalties, was \$219,681.95, a saving to the state of \$265,487.89. The book company's price for the fifth reader, he tells us, is 75 cents. California's printing plant manufactures it for 15.2 cents and pays a royalty of 9 cents, making a total cost of 24.2 cents a copy. The total cost of manufacturing the introductory history is 30.5 cents, while the company's retail price is 60 cents.

It must be remembered that the company's price is for the book delivered into the hands of the pupil; therefore the costs of distribution and perhaps other costs should be added to the state cost. Nothing is said as to the relative quality of the paper used in the state books, or of the press work and binding. Before one can make secure judgment as to relative success of such state publication, one must have certain fundamental *facts*.

An act of the last legislature in Kansas provides that the state, beginning with 1914, publish and distribute all common-school textbooks. The new printing plant will be ready for work by March. The first book to be published will be the Kansas primer. This was selected from among an offering of eighty manuscripts from Kansas teachers. They are attempting to secure all manuscripts from their own teachers, a feature of the plan that in California proved a distinct failure.

A compromise suggestion comes from the province of Ontario. In this province the school authorities draw up the manuscripts of books that they wish to have for their schools, and also plans and specifications for the finished books. Independent publishing houses are then asked to bid for the publishing contract, which is awarded to the lowest responsible bidder. The school authorities claim a saving of about 50 per cent on the cost of the books. Not so often is it mentioned that the successful bidder carries on a mail-order business and is willing to bid very low in order to secure the additional favor of running some advertising matter in the school books.

J. F. B.